Teacher: Ms Gyamfi

Subject: Science

Topic: Food Chains

Grade Level: 4

Resource: Document Camera, Overhead projector

Instructional Time: 45 mins – 1 hour

Keywords: Food chains, food webs, consumer’s producers

Lesson Content: This lesson gives students chance to “act out” food chains. Students will put themselves into food chains, and they will understand the transfer of energy through the food chain. In addition, students will understand that the sun is the primary source of energy in a food chain. This lesson will end with students constructing their own food chains.

Learning Objective: Students will demonstrate the ability to construct a food chain correctly demonstrating the flow of energy.

Prior Knowledge: Students recognize and explain that living things are found all over earth, but each is only able to live in habitats that meet its basic needs.

Students can compare and contrast the basic needs that all living things, including humans, have for survival.

Mini Lesson: Teacher will present the concept to students by:

1. Show the class video on food chains
2. Display food chain of an owl
3. Explain that the most important part of the food chain is the SUN
4. Go over this simple food chain with students
5. The sun’s energy is used by the plant to PRODUCE its own food, that is why the plant is a producer
6. Then it is eaten by the insect, who is CONSUMING it, that is why it is a consumer
7. Then the insect is CONSUMED by the mouse, who is CONSUMED by the owl.
8. The owl is not consumed by anything, but when it dies, bacteria will break down its body to join the soil again, where a new plant will grow to start a whole new food chain.
9. Point out to students that, the owl is still getting its energy from the sun, because it’s getting its energy from the mouse, who got it from an insect, who got it from the plant, who got it from the sun.( review a few times if necessary)

STUDENTS ACT OUT FOOD CHAIN

* Ask for a volunteer to come up and ‘act’ as the sun
* Ask for a volunteer to be the plant. Tell the student to “wave their hands” towards the sun to get its energy
* Next, ask for a volunteer to be the insect to come “nibble” on the plant
* Ask for a volunteer to be the mouse to come “gobble up” the insect
* Then ask for a volunteer to be an owl to “swoop” in and catch the mouse

When everyone is in place, start from the beginning and review the transfer of the sun’s energy as they act out their parts. Thank the volunteers and have them go back to the various seats

Assessments/Homework

Differentiated Instruction: Student who struggle with reading/writing will draw their own food chain. Starting with the sun in the sky and the suns energy towards the plant. They should choose their own consumers.

Students who read and write will first draw their own food chains. Then write a paragraph about their food chains. Then write a paragraph about their food chains. They should use words like: energy, producer, consumer and decomposer.